



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 204131

DfES Number: 584199

INSPECTION DETAILS

Inspection Date	05/05/2004
Inspector Name	Patricia Mary Champion

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	West Horndon Under Fives
Setting Address	East & West Horndon Village Hall Thorndon Avenue, West Horndon Brentwood Essex CM13 3TX

REGISTERED PROVIDER DETAILS

Name	The Committee of West Horndon Under Five's (Christobella Wing) 1080559
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ORGANISATION DETAILS

Name	West Horndon Under Five's (Christobella Wing)
Address	24 Petresfield Way West Horndon Brentwood Essex CM13 3TG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

West Horndon Under Fives opened in 1964. The pre-school operates from the main hall within the East and West Horndon Village Hall, sited in a rural location within walking distance of the railway station. The pre-school serves the local area and wider community.

There are currently 16 children from 2 to 5 years on roll. This includes 7 funded 3 year olds and 7 funded 4 year olds. Children attend for a variety of sessions. The setting does not currently support any children who have special needs or who have English as an additional language.

The group opens three days a week during school term times. Sessions are from 09:30 until 12:00. An afternoon session operates on Tuesdays from 13:00 until 15:30 at the sister provision in the Christobella Wing, St Francis Church, Thorndon Avenue, West Horndon.

Four members of staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre School Learning Alliance (PSLA).

How good is the Day Care?

West Horndon Under Fives provides satisfactory care for children.

The small enthusiastic staff team ensures that the pre-school operates in an efficient way. Staff are motivated and attend one day training courses to update their childcare knowledge and skills. The premises are made welcoming and the range of equipment ensures that children are cared for in a satisfactory environment. A new outdoor play area is to be created during the summer of 2004. Funding has been received to allow an all weather surface to be laid; ensuring that the children will have maximum use throughout the year. Documentation is well organised, although policies have not yet been updated in line with the revised National Standards.

The children's welfare and safety is carefully considered. Risk assessment is undertaken regarding the premises and equipment. Staff and children all know about fire safety procedures and access to the provision is monitored to keep children safe. Staff sensitively promote hygiene procedures by ensuring that children regularly wash their hands, but the arrangements are not always satisfactory. The children are using a communal bowl for hand washing prior to their snack time. The staff know the children well and show care and concern for their individual needs. Healthy snacks are provided and staff are aware of their child protection responsibilities.

Children follow a planned programme of fun activities designed to help them make progress in their learning. The staff interact well with the children and actively encourage good behaviour. Children are secure and happy in their surroundings. A system is in place to support children with special needs and there is a clear policy that covers equality of opportunity; this covers all aspects of the pre-school's practice.

The staff are working hard to build the partnership with parents; information is shared through letters, visual displays and verbal feedback given at the end of a session.

What has improved since the last inspection?

At the last inspection the registered provider agreed to devise an action plan detailing how and in what timescale the required staffing qualifications would be met.

There is now a clear action plan regarding training and Ofsted's qualification requirements are being met. Two members of staff hold a level 3 qualification and all members of staff hold a current first aid certificate. The registered provider is aware that the action plan will need to be reviewed further when more staff are recruited.

What is being done well?

- There are effective staffing levels in the setting to ensure that children feel secure and settle well. New children quickly learn the routine and the sessions run smoothly.
- The staff team is sensitive and caring. All staff are interested in what the children do or say. They respond to the children's interests, asking questions to make them think and encourage their language development.
- The pre-school has a comprehensive itinerary of resources and the staff have put thought into linking the list of equipment to areas of the children's learning and development. A broad variety of activities and interesting local outings are planned and a range of visitors from the community visit the pre-school.
- The staff have developed effective strategies in their behaviour management. They provide calm role models and give plenty of praise and encouragement. Children learn respect by sharing and turn taking and play cooperatively together.

What needs to be improved?

- the arrangements for hand washing
- the policies and procedures within the operational plan to ensure that they meet the revised National Standards.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure good hygiene practices are in place regarding hand washing.
14	Review and update policies and procedures within the operational plan to meet the revised National Standards.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at West Horndon Under Fives is good. It enables children to make very good progress in their mathematical development and generally good progress in all other areas of learning.

Teaching is generally good. The staff work directly with the children using carefully formed questions that encourage interesting answers. Due to the low numbers of children currently attending the pre-school, staff build strong relationships, which enable the children to develop confidence and positive attitudes to learning. The staff plan a broad curriculum; the detailed daily plans contain clear learning intentions. However, the long term planning does not cover all aspects of learning or the festivals and themes that enhance children's learning experiences. Although the pre-school has a good range of equipment to cover all areas of learning, the staff do not make maximum use of the resources when organising everyday core activities and routines. Systems are in place to support children with special needs.

Leadership and management is generally good. The supervisor is responsible for the day to day running of the pre-school and is strongly supported in her role by the committee. An administrator is employed to deal with the paperwork. The staff and committee are working hard to make the hall a comfortable environment for children and there are good plans to improve the outdoor play space. Both the supervisor and committee are fully committed to the improvement of care and education for all children. A staff appraisal system has been implemented, the supervisor is constantly reviewing the effectiveness of the planning and focussed activities are now evaluated.

Partnership with parents is generally good. Regular letters and notices inform parents of coming events and the topics the children are working on. Parents have access to their children's development records, although they are not all fully aware of this.

What is being done well?

- There are effective staffing levels and children benefit from the key worker system. Three and four year old children are well supported in their learning and feel confident when working in small groups.
- Children experience a good range of purposeful activities to enable them to make excellent progress in their mathematical development. They accurately count every day objects, use simple calculation skills and relate shape to the environment. The older children are particularly interested in mathematics and enjoy demonstrating their ability to count to high numbers.
- The older and more able children attending the pre-school have the opportunity to attend an afternoon session in the nearby Christobella Wing of

St Francis' Church Hall. The staff then provide more challenging learning experiences that focus specifically on working towards the early learning goals and preparing the children for school.

What needs to be improved?

- the use of resources to maximise children's learning within everyday core activities and routines
- the long and medium term planning to ensure that it includes reference to all aspects of learning and also includes the festivals and themes that enhance children's learning experiences.

What has improved since the last inspection?

The previous inspection was undertaken in June 2000, prior to the current supervisor taking up her post. The key issues raised have been addressed generally well and changes introduced in September 2000 to the nursery education requirements are now covered within the pre-school's practice.

There has been a significant improvement to the assessment system. Each child has a developmental record linked to the early learning goals. All entries are dated and supported by observational comments. The staff feed back the next steps in each child's learning at staff meetings and this information is used to inform future planning.

Parents are now given opportunities to contribute to their children's assessments. They are able to view their child's records at any time, although not all are aware of this. An open day is already planned for the end of term and verbal feedback is regularly given.

More technological resources have been provided. Although the pre-school does not yet have a computer for the children to use, they have purchased programmable toys, interactive alphabet and number boards and toy computers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are eager to join in activities and show high levels of involvement. They play co-operatively by taking turns and sharing equipment. Friendly relationships are formed with their peers and the staff team. Children can freely choose from the activities on offer and they show a pride in their achievements. Although they help tidy up there are missed opportunities to further develop the children's independence within the everyday routine such as pouring drinks at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use speech and language for a variety of purposes and confidently talk about their experiences and ideas. Children are building up a vocabulary that reflects the breadth of their experiences and listen to stories with increasing attention and recall. There is daily access to books where children read for enjoyment. Children trace or write their name during planned activities. However, there are missed opportunities for children to experience mark making during role-play.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children recognise numerals, count to ten and beyond and use number names in everyday contexts as they play and learn. They use calculation skills as they count, sort and group objects and sing number rhymes. Mathematical language such as greater, smaller, heavier or lighter is explored through purposeful activities. Good use of resources allows the children to recreate patterns and talk about the shape of everyday objects. The older children enjoy problem solving and mathematical tasks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and show an interest in the world in which they live through a range of topics and activities. They observe changes in the weather and learn about the natural world using all their senses. Children use a variety of tools and construction or recycled materials to design and make models. They have the use of telephones and toy computers to develop their technology skills. Themes and role-play allow children to learn about their own community and the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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There are opportunities for large scale and energetic movement using indoor play apparatus during planned physical activities. Children show an awareness of space, moving confidently within the premises on sit and ride toys. They play skittles, throw balls through hoops and show good control when scooping sand into containers. Children hold pencils correctly and use paint brushes and glue spreaders with precision. They learn about a healthy lifestyle through topics and everyday routines.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children recognise colours and explore what happens as they mix colours when painting. A range of materials is used to allow children to explore texture and shape through collage work. They are starting to incorporate their own ideas when completing adult led activities. Small world play and a themed role-play area, resourced with props and costumes, encourage imaginative play to develop. Children are very interested in the way musical instruments sound and enjoy singing favourite songs.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- review the use of resources to maximise children's learning within everyday core activities and routines
- refine the planning to include reference to all aspects of learning and include festivals and themes that enhance children's learning experiences.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.